



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

**Information Sheet for other Funding Sources to avoid supplanting
Grant funds are meant to supplement, not supplant**

Lottery funds

There is no application process as Lottery would like to keep the requests open and flexible.

Chairs can email Sasha King directly with a copy to Alex Becket simply stating their funding request. As long as the request is for:

Academic/instructional materials and technology to support online and/or on ground classroom instruction with a direct benefit to students' academic success and cognitive learning in the online or on ground classroom.

Faculty need to provide a brief explanation (two to three sentences) on how their request/s support academic success of students in the online and/or on ground classroom.

Associated Students

Here are a few examples of what A.S. can fund:

- Guest speakers
- Graduation stoles for students
- Funds for food/refreshments for students/student events
- T-shirts or other SMC swag for students
- Payments to vendors for services for students

Criteria

- No salaries or wages to any students or employees of Santa Monica College will be funded.
- No prizes or giveaways with transferrable value.
- The A.S. Board of Directors will not fund proposals retroactively nor reimburse any expenses incurred prior to Board Approval.
- Proposals should be submitted by Wednesdays at 2pm (Weekly, rolling basis).
- Proposals need to be reviewed (and approved) by the A.S. Finance Committee (Wednesdays @ 11am) and the A.S. Board of Directors (Mondays @ 3pm).
- All proposals must abide by the A.S. Fiscal Policy. Please review this for complete criteria and requirements.

How?

Submit a Funding Proposal using forms found on the A.S. Webpage:

[More information on AS Funding Proposals, including timelines click here.](#)



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

[Associates](#)

Submissions are generally due in October and in May. You will see a Bulletin asking for submissions. It takes a Professor to back/market the lecture and it has to be geared towards our students and it should Enrich, Inspire & Engage them. Generally, most speakers are paid a stipend of \$250.

[Chairs of Excellence](#)

The Chairs of Excellence are grants awarded to exceptional faculty members striving for innovative avenues to advance the opportunities of our students in this global environment with an equity-centric lens at the forefront of their proposal.

The Chairs of Excellence have been established for specific academic disciplines by the generous donations of individuals and corporations. Each chair is established with an endowment of \$100,000 or more, and maintained as separate fund within the permanently restricted portfolio of The Santa Monica College Foundation.

Each applicant is required to submit a proposal for the three-year project. Only full-time faculty in the Chair's designated discipline may apply.

- Proposals must be approved by their department chair.

The Selection Committee reviews the proposals with the following priorities in mind:

- Professional development of the faculty member can be included as part of the stated goal as long as it pertains directly to a positive impact on student outcomes.
- Proposals must clearly state how the funds will be used to meet the stated goals.
- Selection Committee will meet in April. Decisions will be rendered and formally announced immediately following.

[Noncredit Initiatives](#)

Noncredit classes and certificate programs are a great way to build skills or to help students prepare to reenter the workforce! Noncredit classes are designed to be flexible in order to meet student needs. Noncredit offers free short term programs that can help prepare students to enter the workforce or continue their education and also offer free open entry, open exit Noncredit ESL and Citizenship classes. Since these are skill building courses, students can build skills without worrying how it will affect grades, financial aid or degree progress.

For more information on Noncredit please contact Luis Jauregui – Jauregui_luis@smc.edu or 310) 434-3403.



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

Before submitting a proposal, please check with the following resources.

- Lottery
- [Associated Students](#)
- [Associates](#)
- [Foundation](#)
- [Chairs of Excellence](#)
- [Noncredit Initiatives](#)

Please submit the following:

- Grant Proposal
- Signed Core Indicator Report
- Budget
- Quotes

Please do not submit links to items. If you cannot obtain a quote, take a screen shot of the item(s) and copy/paste onto a Word document.

For computer/hardware items – quotes must be obtained from IThelp@smc.edu.

Warranties and other Services should be only for the performance period of the grant (July 1, 2026 – June 30, 2027) – meaning, multi-year contracts and services cannot be funded.

The items listed in the budget should be described in the proposal. The reader should be able to look at the budget and know what the items are for after reading the proposal.



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

Perkins V – The Strengthening Career and Technical Education for the 21st Century Act was signed into law in 2018 with significant changes. The new Act requires that funds be used to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in Career and Technical Education (CTE) programs and programs of study.

Changes in the Use and Administration of Perkins Funds

- **Accountability (Meeting Performance Indicators)** - projects must focus on Core Indicators for their TOP code and improving student success (attainment of 2.0 or better), completions (degree, certificate or transfer-ready status), employment (placement/retention in jobs), gender-equity,
- **Connections Between Secondary and Postsecondary Education** – course sequences from high school through college must be established for each CTE program that receives funds
- **Links to Business and Industry** – A much stronger theme within the 2006 Act is increased coordination with business and industry. Additional focus is also placed on high-demand occupations, in addition to those that are high skill and high wage.
- **Special Populations** – A greater emphasis has been placed on special populations by placing the provision of activities to prepare special populations for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency into the required use of funds. We have two name changes and three new populations:

- Individuals with Disabilities
- Economically Disadvantaged
- Non-traditional Fields
- Single Parents (*Including single pregnant woman*)
- Out of Workforce Individuals (*Used to be Called Displaced Homemaker*)
- English Learners (*Used to be Called Limited English Proficient*)
- Homeless Youth (*New*)
- Youths who are in or have aged out of the foster care system (*New*)
- Youth with parents in the armed forces and on active duty (*New*)

Please submit one application per TOP code

Total Funding Perkins Requested: \$72,217.62	Date: 2/11/2026
Program/Discipline Name: Media Studies and Production	
Program TOP Code: 0604	
Department: Communication and Media Studies	
Department Chair: Redelia Shaw	Email: shaw_redelia@smc.edu
Submitted by: Redelia Shaw	



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

Check all activity categories to be funded with Perkins V:

- Career Exploration and Development.** Provide career exploration and career development activities through an organized, systematic framework;
- Professional Development.** Provide professional development for a wide variety of CTE professionals;
- Skill Development.** Provide the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;
- Skill and Program Integration.** Support integration of academic skills into CTE programs;
- Implement Achievement Programs.** Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement
- Develop and Implement Evaluations.** Develop and implement evaluations of the activities funded by Perkins;



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

Part I: Review the core indicator report by TOP Code and total each positive, negative, N/R or N/A outcome in the last column of the College Core Indicator Report.

6 of the 84 are at or above the District negotiated level(s);

3 of the 84 are below the District negotiated level(s);

75 of the 84 are listed as (N/R or N/A)

The 3 numbers in the gray boxes should add up to 84

Part II: If no core indicator information is available for the TOP Code of the program you want to improve with CTE funds, specify the reason there is no data by checking the appropriate box.

- The program is new
- The program is offered in noncredit only
- The program is small and SAM C courses are not offered every year
- The program recently had a TOP Code change *
- The courses and/or the certificate were miscoded *
- Miscoded programs were corrected, but we are still waiting for reports to be updated
- The program is interdisciplinary [core courses are outside the TOP code of program or will only have completers (certificates and degrees)]

NOTE: * CODING ERRORS SHOULD BE CORRECTED NEXT YEAR

Reminder: The College must retain in audit files a paper copy of Section I Part F titled “College Core Indicator Information by TOP” signed by the Department Chair (or authorized Designee) for each funded TOP Code.



Santa Monica College Career Technical Education Committee
 APPLICATION for 2026 – 2027 Perkins Funds

Since the Core Indicator Reports for 2026-27 are not available, please use Core Indicator reports from **2025-2026**.

In columns 2 insert the State Negotiated rate from the 2024-25 Core Indicator Report.

In column 3 insert the District (Local) Negotiated rate from the 2024-25 Core Indicator Report

Please remember there is a three-year lag in the data.

For example – if you’re looking at the Core Indicate data for FY 2025-26, the data reflects cohort information from FY 2022-23.

[Chancellor’s Office Data Mart](#)

or [SMC pre-downloaded by 4 digit TOP](#)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator	2025-2026 State Negotiated Level	2025-2026 Local Negotiated Level	2023-2024 Fiscal Year Planning College Performance	2024-2025 Fiscal Year Planning College Performance	2025-2026 Fiscal Year Planning College Performance
Unduplicated Count (CTE Headcount)			184	149	184
Number of Concentrators			37	22	20
Core Indicator 1: Postsecondary Retention & Placement	95.51	92	94.59	100	90
Core Indicator 2: Earned Postsecondary Credential	84.02	89.60	90.91	100	54.55
Core Indicator 3: Non-traditional Program Enrollment	27.18	27.00	50	34.62	30



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

Please provide a narrative explaining how your Perkins Funded Project in 2026-2027 will improve your Core Indicator Data.

Core indicator 1 (Postsecondary Retention & Placement):

Is this indicator above or below the state negotiated level? Above Below

If this indicator is below, please state why:

If this indicator is below, please state how you plan to improve it:

Core Indicator 2 (Earned Postsecondary Credential):

Is this indicator above or below the state negotiated level? Above Below

If this indicator is below, please state why:

We believe this is largely due to most of the students in our Media programming and Production discipline are skill builders who enroll to gain specific, industry-aligned competencies rather than complete a degree or long-term certificate. Many of these students already hold degrees in other fields or are seeking rapid entry into the workforce after completing targeted media production courses. While these students demonstrate strong engagement, retention and employment outcomes, their course-taking patterns are not fully captured by traditional credential-based metrics, resulting in a lower performance in this indicator.

If this indicator is below, please state how you plan to improve it:

While remaining responsive to workforce needs, the department will push through curriculum short-term, stackable, transcriptable to the Chancellor's office certificates under 18 units beginning in the Spring of 2027 if approved by the state. We are teaching several Media courses at area local high schools and if we can create the certificates for that population and it is a pathway to SMC that will help improve our numbers. We want to build a better pathway from high school to community college. We also intend to create two noncredit courses, which we hope will be gateway classes to our credit program.

Core Indicator 3 (Non-traditional Program Enrollment. Currently Non-Traditional is based on gender):

Is this indicator above or below the state negotiated level? Above Below

If this indicator is below, please state why:

If this indicator is below, please state how you plan to improve it:



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

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Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

Program Completers: Information Requested below can be obtained from the California Community Colleges “Data Mart and Report” Web-site.

[Enrollments and Retention Data](#)

[Program Award Data](#)

Term	Total Enrollments	Retained	Percent Retained	No. of Noncredit Certificates Awarded	No. of Bachelor Degrees Awarded	No. of AA/AS Degrees Awarded	No. Of Certificate of Achiev. Awarded	No. of Dept. Certificates Awarded
2022 - 23	206	183	88.83%	0	0	12	13	0
2023 - 24	256	225	87.89%	0	0	15	28	0
2024 – 25	228	196	85.96%	0	0	6	7	0

ADVISORY COMMITTEE

1. What are the major issues or trends that have been raised by your Industry Advisory Committee over the last several meetings?

Our Advisory Board members have consistently identified the continued growth of sports, esports, live event, and digital media production as key workforce trends, even as scripted narrative production has slowed industry-wide. Advisory Board members emphasized the increasing demand for technicians trained in live streaming, multicamera production, audio engineering, graphics, and remote/virtual production workflows, particularly in the Los Angeles region, which is home to numerous professional sports teams and large-scale live events. The committee emphasized the importance of work-based learning opportunities that allow students to gain real-world experience using industry-standard practices and equipment. The Advisory Board also noted that many entry-level hiring pathways in media production prioritize demonstrated competencies and portfolio-based experience over traditional degree completion, which aligns with observed enrollment patterns in the program. While this trend supports strong workforce alignment and employment outcomes, the committee identified a need to better formalize skill-builder pathways into recognized postsecondary credentials so that student achievement is more fully captured in credential completion metrics including Core Indicator 2. Strengthening pipeline pathways from high school to community college was also emphasized as a critical strategy for improving enrollment and credential attainment.

2. How will your Perkins V Project address these issues?

The equipment purchases and student support addresses these trends by expanding paid work-based learning (WBL) opportunities and intentionally aligning them with structured certificated pathways. Perisn



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

funds will support student help positions that assist with single- and multicamera productions for athletics, theatre, graduations, and campus events, allowing students to gain hands-on experience in a supported, low-pressure environment that mirrors professional broadcast workflows. These experiences build technical proficiency, confidence, and employability while being mapped to coherent sets of competencies aligned with short-term, stackable certificate outcomes. The project also supports faculty and student engagement and emerging technologies, including ethical applications of AI in media production, ensuring instruction remains aligned with current industry practices. By converting existing skill-builder participation into recognized post secondary credentials, this approach directly supports improvement in Core Indicator 2 without extending students' time to workforce entry.

3. How do your planned activities relate to your program plan or program review?

The planned Perkins-funded activities align closely with priorities identified in the Media Studies and Production Program Preview, which highlights strong retention, success and workforce alignment alongside lower credential completion driven by a high proportion of skill-building students. The program review recommends strengthening structured pathways, expanding paid experiential learning, and improving the visibility of completion options. By increasing the number and quality of campus productions supported by student workers, the program enhances student engagement, produces portfolio-ready work and generates content that increases program visibility and recruitment. Strengthening on-ramps from dual enrollment and high school partnerships into credit and certificate pathways will ensure applied learning translates more consistently into measurable credential outcomes, supporting our goal of improving Core Indicator 2.

Local Application Program Information by TOP Code

Briefly describe program improvement issues(s) concerning this TOP code and include specific examples. (Limited to 2,000 characters, or approximately ½ page of text)

A primary program improvement issue for TOP Code 0604 is that student achievement is not fully reflected in Core Indicator 2, despite high levels of engagement, retention and employment-focused outcomes. Many students complete clusters of industry-relevant course, especially in multicamera live production, but exit the program prior to earning a formal certificate or degree. The autoawarding has helped some, but also many of our students are majoring in another program but also taking our courses. This pattern contribute to credential completion rates falling below negotiated levels. In



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

addition, limited staffing capacity constrains the program's ability to scale work-based learning and provide structured, compensated opportunities that incentivize completion. Targeted Perkins support will allow the program to formalize course sequences into short-term, stackable certificates and expand paid student production roles, such as producing campus graduation, improving operational capacity while more accurately documenting student success in postsecondary credential attainment.

Briefly describe how the issue(s) will be addressed. What activities will be conducted? Please describe the items listed in the budget sheet here if not already described elsewhere.

(Limited to 2,000) characters, or approximately ½ page of text.)

Perkins funds will support two student worker positions and the purchase of industry-standard production equipment used directly in instruction and work-based learning. Student workers will assist the Broadcast Technical Manager and faculty with equipment inventory, control room operations, media file management, and radio station organization, gaining hands-on experience while supporting daily instructional activities. Equipment purchases—including communication headsets, cameras, audio gear, mobile production tools, cabling, Teradek wireless systems and camera bags—will support live, multicamera, and field productions across the main and satellite campuses, including the SMC graduation ceremony that we have now been asked to support. The nationally recognized collegiate industry memberships will allow us to be more competitive with some of our projects. Winning awards will help in recruiting students to our program and retaining our current cohort. Together, these investments strengthen instructional capacity, support high-quality experiential learning, and help connect students' applied coursework to clear certificate completion pathways aligned with Core Indicator 2.



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

<p>Below are the six §135(b) Requirements for Uses of Funds. Programs receiving these funds shall use such funds to A) develop, coordinate, implement, or improve CTE programs to meet the needs identified in the comprehensive needs assessment (CLNA) and B) support CTE programs that are sufficient size, scope, and quality to be effective and that</p>	<p><i>Indicate with a check mark which requirements have been met, below.</i></p>	
Requirements for Uses of Funds	MET	UNMET
1. Provide career exploration and career development activities through an organized, systemic framework designed to aid students, including in middle grades, before enrolling and while participating in a career technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. [§135(b)(1)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or para professionals. [§135(b)(2)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. [§135(b)(3)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Support integration of academic skills into CTE programs and programs of student to support 1) CTE participants at secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and 2) CTE participants at the postsecondary level in achieving academic skills. [§135(b)(4)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Plan and carry out elements that support the implementation of CTE program and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. [§135(b)(5)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B). [§135(b)(6)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

FOR THOSE REQUIREMENTS LISTED ABOVE AS “UNMET”

Describe specific activity(ies) intended to address the unmet requirement(s)

(Limited to 2,000 characters, or approximately ½ page of text.)



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

Perkins V is very specific about the Permissive uses of funds. Your proposal should address one or more of the allowable activities listed below.

Check activities to be funded with Perkins V funds. Permissive Uses Per Section 135(c)

<input checked="" type="checkbox"/> Involve parents, businesses, and labor organizations, in the design, implementation and evaluation of CTE programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs. [§135(c)(1)]
<input checked="" type="checkbox"/> Provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that: a) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and b) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills; [§135(c)(2)]
<input checked="" type="checkbox"/> Local education and business (including small business) partnerships, including for: a) work-related experiences for students, such as internships, cooperatives education, school based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; b) adjunct faculty arrangements for qualified industry professionals; and c) industry experience for teachers and faculty; [§135(c)(3)]
<input checked="" type="checkbox"/> Provide programs for special populations. [§135(c)(4)]
<input type="checkbox"/> Assist career and technical student organizations. [§135(c)(5)]
<input type="checkbox"/> Mentor and support services. [§135(c)(6)]
<input checked="" type="checkbox"/> Lease, purchase, upgrade or adapt equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement. [§135(c)(7)]
<input checked="" type="checkbox"/> Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry. [§135(c)(8)]
<input checked="" type="checkbox"/> Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education. [§135(c)(9)]
<input type="checkbox"/> Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs, including: articulation agreements between sub-baccalaureate degree granting postsecondary educational institutions; post-secondary dual and concurrent enrollment programs; academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and d) other initiatives to i) encourage the pursuit of a baccalaureate degree; and ii) overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations. [§135(c)(10)]
<input type="checkbox"/> Provide activities to support entrepreneurship education and training. [§135(c)(11)]
<input type="checkbox"/> Improve or develop new CTE courses, including the development of new proposed CTE programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree. [§135(c)(12)]
<input type="checkbox"/> Develop and support small, personalized career-themed learning communities. [§135(c)(13)]



Santa Monica College Career Technical Education Committee
 APPLICATION for 2026 – 2027 Perkins Funds

<input type="checkbox"/>	Provide support for family and consumer sciences programs. [§135(c)(14)]
<input type="checkbox"/>	Provide CTE programs for adults and school dropouts to complete secondary education or dropouts to complete secondary education or upgrade technical skills. [§135(c)(15)]
<input type="checkbox"/>	Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job. [§135(c)(16)]
<input type="checkbox"/>	Support training and activities (such as mentoring and outreach) in nontraditional fields. [§135(c)(17)]
<input type="checkbox"/>	Provide support for training programs in automotive technologies. [§135(c)(18)]
<input type="checkbox"/>	Support innovative initiatives, which may include: a) improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors; b) establishing, enhancing, or supporting systems for: i) accountability data collection under this Act, or reporting data under this Act; ii) implementing cCTE programs of study described in section 122(c)(1)(A); or iii) implementing technical assessments. [§135(c)(19)]
<input type="checkbox"/>	Support other CTE activities consistent with the purposes of the Act. [§135(c)(20)]

Check One: Activities described in this proposal will be funded

- Entirely with Perkins V Funds
- Entirely with Other Funding Sources
- Using Both Perkins V and Other Funding Sources

The following are NOT allowable expenditures under Perkins V:

- | | |
|-------------------------------------|---|
| 1. Entertainment | 9. Audits, except single audit |
| 2. Awards and memorabilia | 10. Contributions and donations |
| 3. Individual memberships | 11. Contingencies |
| 4. College tuition, fees, books | 12. Facilities and furniture * |
| 5. Membership with orgs. that lobby | 13. General advertising |
| 6. Fines and penalties | 14. Alcohol |
| 7. Insurance/self-insurance | 15. Fund raising |
| 8. Expenses that supplant | 16. General administration |
| | 17. Faculty Salaries (for Instruction with the exception of adult or out-of-school youth) |

EDGAR

Provisions in the Education Department General Administrative Regulations Part 76 subpart F Sec. 76.533 Acquisition of real property; construction.



Santa Monica College Career Technical Education Committee
APPLICATION for 2026 – 2027 Perkins Funds

No State or subgrantee may use its grant or subgrant for acquisition of real property or for construction unless specifically permitted by the authorizing statute or implementing regulations for the program.

The interpretation of the Chancellor's Office is that construction is not an allowable expenditure.

EDGAR Part 74c Section 74.27 refers us to OMB circular A21 which specifies in J.16(B)(1) and (3)

(1) Capital expenditures for general purpose equipment, buildings, and land are **unallowable** as direct charges, except where approved in advance by the sponsoring agency.

(2) Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are **unallowable** as direct charges, except where approved in advance by the sponsoring agency. **Sponsoring agency as used in the OMB circular is the USDE**

Supplanting: Supplanting or supporting staff or equipment that should be supplied by the District (maintaining programs rather than improving or expanding them).

The prohibition against facilities and furniture can also be based on the Supplement/Not Supplant provision found in Section 311 of the Perkins Act. Generally construction of a facility is a local responsibility as is the furnishing of the facility with furniture etc. Therefore, to charge such costs to the Perkins grant would be a supplanting of a local responsibility.

Please provide estimated costs of your projects proposed activities. **Please submit the budget spreadsheet and the signed 2025-26 core indicator report along with your application.** If you need assistance with the application and budget development, please contact the Ruth Casillas for assistance – casillas_ruth@smc.edu or 310) 434-4023.

Total amount of Perkins V funding being requested for 2026-2027 **\$72,217.62**

Submitted by: **Redelia Shaw**

Date: **2/11/2026**

Proposals must be received *electronically* no later than February 6th, 2026, 5:00pm to landa_jenny@smc.edu and casillas_ruth@smc.edu.

Perkins Budget Breakdown

Fiscal Year 2026-27

- **Please do not** generalize the items. For example - do not put "workshop expense" as this could be anything from flyers, student employees, faculty stipends, food, guest speakers, room rental, etc. You can put a subsection called "workshop expense" and itemize the expenses.
- If items are dependent of each other, they can be grouped into one item. For example - purchasing a desktop computer comes with a computer, monitor, mouse, keyboard. There is no need to separate this out.
- **If you do not have quotes please do not insert links.** Please copy and paste those items onto a Word document and submit the Word document along with this budget form. This form must be filled out.

Description	Quantity	Unit Price	Unit Price w/tax (10.75%)	Total	Type of expense	Level of Priority	Was this item described in the proposal?
<i>For stipends, please include benefit rate at 30%</i>							
Media Production Student Help 2026-2027	2	\$10,000.00	\$10,187.00	\$20,374.00	Student Help	High	No
Clear-com CC-4400 Doubl-ear Headset	6	\$470.00	\$520.53	\$3,123.15	Equipment	High	No
Hollyland Lark M2 Wireless microphone for iPhone/Android	10	\$99.00	\$109.64	\$1,096.43	Equipment	Medium	No
Kopul Studio Elite XLR Audio cable	10	\$24.95	\$27.63	\$276.32	Equipment	Medium	No
Panasonic Lithium batteries	6	\$490.00	\$542.68	\$3,256.05	Equipment	High	No
JVC SMPTE Hybrid Fiber Cable	3	\$1,460.00	\$1,616.95	\$4,850.85	Equipment	High	No
Panasonic HC-X20 4K Mobile Camcorder	2	\$2,679.95	\$2,968.04	\$5,936.09	Equipment	High	No
Sennheiser W 112P G4 Camera-Mount Wireless Omni Lavalier	2	\$699.00	\$774.14	\$1,548.29	Stipend	High	No
RODE Wireless Pro 2-person Clip-on Wireless Microphone	10	\$259.00	\$286.84	\$2,868.43	Equipment	Medium	No
Sony ECM Short Shotgun Microphone	3	\$199.00	\$220.39	\$661.18	Equipment	High	No
Sennheiser MKE 600 Shotgun Microphone	2	\$269.00	\$297.92	\$595.84	Equipment	Low	No
Godox Carrying bag for gear	10	\$42.00	\$46.52	\$465.15	Supplies	High	No
Sachtler Camporter Camera Bag (Small)	2	\$232.75	\$257.77	\$515.54	Equipment	Medium	No
Insta360 Flow 2 Pro Smartphone Gimbal	10	\$189.99	\$210.41	\$2,104.14	Equipment	Medium	No
Elgato Stream Deck Foot Pedal	2	\$89.99	\$99.66	\$199.33	Equipment	High	No
Clear-com CC-110-X4 Single-ear Headset with 4-pin female XLR	4	\$320.00	\$354.40	\$1,417.60	Equipment	High	No
Broadcast Educators Association Institutional	1	\$145.00	\$145.00	\$145.00	Institutional Membersh	Medium	No
College Broadcasters, Inc. (CBI)	1	\$175.00	\$175.00	\$175.00	Institutional Membersh	Medium	No
Teradek Ranger MK II 750 12G-SDI/HDMI Wireless Transmitter/Receiver Set (26V Gold Mount)	2	\$9,390.00	\$10,399.43	\$20,798.85	Equipment	High	No

TOTAL \$70,407.22

Add a T-Shirt for ~~\$19.99~~ **\$9.99**  L

Subtotal (6 items): **\$2,820.00**

Estimated Shipping: **FREE**
Additional shipping methods will be available during checkout



[More financing and payment options](#)

Shopping Cart Cart ID: 5s6fq

PRODUCT	QTY.	PRICE
 <p>Clear-Com CC-400 Double-ear Standard Headset Double-ear Headset with Rotatable Microphone Boom and Removable 4-pin XLR Connector ✓ In Stock ✓ Free Shipping ✓ Free Product Support ✓ Free 2-Year Warranty Promo: 6 Month Special Financing* available* Details Sweetwater 2 Year Warranty \$47.00 FREE</p> <p>Popular Accessories</p> <p> Gator Frameworks GFW-HP-HANGERDESK Headphone Hanger For Desks \$13.99 ★★★★☆ (12 reviews) <input type="button" value="Add To Order"/></p>	<p>6</p> <p><input type="button" value="-"/> <input type="button" value="+"/> <input type="button" value="Remove"/></p>	<p>\$2,820.00</p>

Subtotal: **\$2,820.00**



[Click to see full view](#)

Hollyland Lark M2 Wireless Microphone for iPhone/Camera/Android/PC, 48kHz/24-bit High Fidelity Audio, 300m Range, Noise Cancelling, 40h Use, YouTube, Vlog, Streaming (2TX + 3RX + Charging Case)

[Visit the HollyView Store](#)

4.7 ★★★★★ (10,232)

Amazon's Choice

1 sustainability feature

3K+ bought in past month

\$99.00

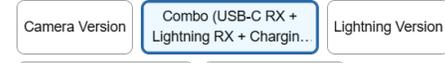
FREE Returns

Get \$50 off instantly: Pay \$49.00 ~~\$99.00~~ upon approval for Amazon Visa. No annual fee.

Color: **Black**



Size: **Combo (USB-C RX + Lightning RX + Charging Case)**





JVC SMPTE Hybrid Fiber Cable with Neutrik opticalCON Connectors (52.5')

BH # JVSHFNOCS25 | MFR #VCFSH016NMC
Free Standard Shipping

Special Order

Expected availability:
4-6 Weeks

3

\$1,460.00

This item cannot be canceled or returned.

Accessories

[Save for Later](#) | [Remove](#)

Item Total: **\$4,380.00**



Panasonic HC-X20 4K Mobile Camcorder with Rich Connectivity

BH # PAHCX20 | MFR #HC-X20
Free 2-Day Shipping

In Stock

Ready to Ship

2

\$2,679.95

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

Allstate 2-Year Drops & Spills

\$119.99

Allstate 3-Year Drops & Spills

\$155.99

[See All Options](#)

Item Total: **\$5,359.90**



Kopul Studio Elite 4000 Series Neutrik XLR M to XLR F Microphone Cable...

BH # KOM4025 | MFR #M4025
Free Shipping for this Item

In Stock
Ready to Ship

5

\$24.95

Accessories

[Save for Later](#) | [Remove](#)

Item Total: **\$124.75**



Panasonic 7.28V 86Wh Lithium-Ion Battery for DVX200 (11,800mAh)

BH # PAAGVBR118 | MFR #AG-VBR118G
Free Standard Shipping

In Stock
Ready to Ship

6

\$490.00

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Allstate 2-Year Drops and Spills **\$54.99**
- Allstate 3-Year Drops and Spills **\$79.99**

[See All Options](#)

Item Total: **\$2,940.00**



Sony ECM-VG1 Short Shotgun Microphone

BH # SOECMVG1 | MFR #ECM-VG1
Free 2-Day Shipping

In Stock
Ready to Ship

3

\$199.00

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Allstate 2-Year Drops & Spills \$29.99
- Allstate 3-Year Drops & Spills \$39.99

[See All Options](#)

Item Total: **\$597.00**



Sennheiser MKE 600 Shotgun Microphone

BH # SEMKE600 | MFR #505453
Free Next Day Delivery

In Stock
Ready to Ship

2

\$269.99

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Allstate 2-Year Drops & Spills \$42.99
- Allstate 3-Year Drops & Spills \$54.99

[See All Options](#)

Item Total: **\$539.98**



Godox Carrying Bag for AD600PRO Kit

BH # GOCB12 | MFR #CB-12

Free Shipping for this Item

In Stock
Ready to Ship

10

\$42.00

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Allstate 2-Year Drops and Spills \$3.99
- Allstate 3-Year Drops and Spills \$5.99

[See All Options](#)

Item Total: **\$420.00**



Sachtler Camporter Camera Bag (Small)

BH # SACABS | MFR #SC201

Free 2-Day Shipping

In Stock
Ready to Ship

2

\$232.75

Packaging Reveals Contents: Manufacturer's shipping b...

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Allstate 2-Year Drops and Spills \$32.99
- Allstate 3-Year Drops and Spills \$44.99

[See All Options](#)

Item Total: **\$465.50**



**RODE Wireless PRO 2-Person Clip-On Wireless
Microphone System/Recorder...**

BH # ROWIPRO | MFR #WIPRO
Free 2-Day Shipping

In Stock
Ready to Ship

10

\$259.00

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Allstate 2-Year Drops & Spills **\$42.99**
- Allstate 3-Year Drops & Spills **\$54.99**

[See All Options](#)

Item Total: **\$2,590.00**



**Sennheiser EW 112P G4 Camera-Mount Wireless
Omni Lavalier Microphone System...**

BH # SEEW112PG4A | MFR #EW 112P G4-A
Free Next Day Delivery

In Stock
Ready to Ship

2

\$699.00

Accessories

[Save for Later](#) | [Remove](#)

Protect Your Gear

- Allstate 2-Year Drops & Spills **\$97.99**
- Allstate 3-Year Drops & Spills **\$133.99**

[See All Options](#)

Item Total: **\$1,398.00**

Studio & Recording / Microphones & Wireless / Headset Microphones / Clear-Com

Clear-Com CC-110-X4 Single-ear Headset with 4-pin Female XLR Connector



Single-ear Headset with Rotatable Microphone Boom and Removable 4-pin XLR Connector
[Write your review](#) | [Share](#) | Item ID: CC110X4



\$320.00

6 months \$53.33/month with 6 month financing!
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4 interest-free payments or as low as \$29/mo with **affirm** [Check your purchasing power](#)

2 Certified Open Box items available starting at **\$288.00!** [Shop Now](#)

FREE Shipping | PRICE Protection | FREE 2-year Warranty | FREE Sweetwater Support

✓ In Stock! **PLUS** Ships Fast From Our NEW Arizona Fulfillment Center!

Add to Cart

♥ Add to Wish List

ASK AN EXPERT

Questions or Feedback?



Elgato Stream Deck Foot Pedal
 BH # ELSDFP | MFR # 10GBF9901
 Free 2-Day Shipping

Accessories

Protect Your Gear

- Allstate 4-Year Protection Plan \$19.99
- Allstate 2-Year Protection Plan \$8.99

[See All Options](#)

In Stock
Ready to Ship

2

\$89.99

[Save for Later](#) | [Remove](#)

Item Total: **\$179.98**



Insta360 Flow 2 Pro Smartphone Gimbal Stabilizer Creator Kit (Gray)
 BH # IN360F2PKG | MFR # CINSABQB_FLOW208
 Free 2-Day Shipping

Accessories

Protect Your Gear

- Allstate 2-Year Drops & Spills \$29.99
- Allstate 3-Year Drops & Spills \$39.99

[See All Options](#)

In Stock
Ready to Ship

10

\$189.99

[Save for Later](#) | [Remove](#)

Item Total: **\$1,899.90**

PROMO CODE

Apply

Estimated Shipping & Tax ⓘ

NYC SuperStore Pickup [See Details](#)

UNITED STATES

Zip Code ✓

Subtotal:	\$2,079.88
Shipping:	FREE
Est. Tax ⓘ:	\$202.79
Total:	\$2,282.67

[Begin Checkout](#)

OR

Buy now and pay later with **PayPal**. [Learn more](#)

Save the Tax⁺ when you use the **Payboo**[®] Credit Card on this order shipped to 90012. [Learn More](#)

Payboo Card Savings:	-\$202.79
Est. Total after Savings:	\$2,079.88



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Teradek Ranger MK II 750 12G-SDI/HDMI Wireless Transmitter/Receiver Set (26V Gold Mount)

BH #TE102580G26 • MFR #10-2580-G26

Share Print

TERADEK
Authorized Dealer



Special Order | Expected availability: 2-4 Weeks

\$9,390.00

Save the Tax[†]
or Pay \$783/mo. suggested payments for 12
Mos.[‡] when you use the Payboo credit card.
[Learn More](#)

This item cannot be canceled or returned.

1

Add to Cart

Add to Wish List

Free Standard Shipping

Protect Your Gear
Add a protection plan from \$1,069.99

See Options

Distance

750' 2500' 5000'

Kit Configuration

Transmitter Only Receiver Only **Transmitter/Receiver Set**

Transmitter/Receiver Deluxe Set

Battery Plate Type

None Gold Mount V-Mount **26V Gold Mount**

More Options

Business Financing Options

Key Features

- Transmitter & Receiver Set
- Supports 4.9 to 6.4 GHz Frequency Bands
- 26V Gold Mount Battery Plates
- Transmit Video up to 750' Line of Sight

Add a full wireless transmission kit to your rig to transmit lossless 4K video up to 750' with the **Ranger MK II 750 12G-SDI/HDMI Wireless Transmitter/Receiver Kit** from **Teradek**. Redesigned for broadcast, event, drone, and handheld applications, this transmitter/receiver set can input up to 4K60 video over HDMI or 12G-SDI and transmit up to 750' away to the receiver, which can output to

College Core Indicator Information by 4-Digit TOP (2025-2026)

Perkins V, Title I, Part C Local Application

Agreement # _____

District/College: SANTA MONICA/SANTA MONICA

0604 - Radio and Television

Instructions: Print out forms. Complete and sign bottom of last page.

Cohort Year CTE Enrollments: 237

CTE Headcount: 184

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

Core Indicator 1 - Cohort Yr: 2022- 2023 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
CTE Cohort*	18	20	95.51	92.00	90.00	-2.0	7.2
Gender							
Female	7	7	95.51	92.00	100.00	N/A	N/A
Male	10	12	95.51	92.00	83.33	-8.7	0.5
Ethnicity / Race							
Asian	2	2	95.51	92.00	100.00	N/A	N/A
Black or African-American	2	2	95.51	92.00	100.00	N/A	N/A
Filipino			95.51	92.00	N/R	N/R	N/R
Hispanic	3	4	95.51	92.00	75.00	N/A	N/A
American Indian/Alaskan Native			95.51	92.00	N/R	N/R	N/R
Other Non-White			95.51	92.00	N/R	N/R	N/R
Pacific Islander			95.51	92.00	N/R	N/R	N/R
Multi-Ethnicity	3	4	95.51	92.00	75.00	N/A	N/A
White Non-Hispanic	7	7	95.51	92.00	100.00	N/A	N/A
Special Populations							
Individuals Preparing for Non-Traditional Fields	7	7	95.51	92.00	100.00	N/A	N/A
Out of Workforce Individuals	1	1	95.51	92.00	100.00	N/A	N/A
Individuals with Economically Disadvantaged Families	11	11	95.51	92.00	100.00	8.0	17.2
English Learners			95.51	92.00	N/R	N/R	N/R
Single Parents			95.51	92.00	N/R	N/R	N/R
Individuals with Disabilities	3	3	95.51	92.00	100.00	N/A	N/A
Homeless Individuals			95.51	92.00	N/R	N/R	N/R
Youth in Foster Care			95.51	92.00	N/R	N/R	N/R
Youth with Parent in Active Military			95.51	92.00	N/R	N/R	N/R

Core Indicator 2 - Cohort Yr: 2022- 2023 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
CTE Cohort*	6	11	84.02	89.60	54.55	-35.1	-26.1

College Core Indicator Information by 4-Digit TOP (2025-2026)

Perkins V, Title I, Part C Local Application

Gender							
Female	2	4	84.02	89.60	50.00	N/A	N/A
Male	4	7	84.02	89.60	57.14	N/A	N/A
Ethnicity / Race							
Asian	1	2	84.02	89.60	50.00	N/A	N/A
Black or African-American			84.02	89.60	N/R	N/R	N/R
Filipino			84.02	89.60	N/R	N/R	N/R
Hispanic	3	4	84.02	89.60	75.00	N/A	N/A
American Indian/Alaskan Native			84.02	89.60	N/R	N/R	N/R
Other Non-White			84.02	89.60	N/R	N/R	N/R
Pacific Islander			84.02	89.60	N/R	N/R	N/R
Multi-Ethnicity	1	3	84.02	89.60	33.33	N/A	N/A
White Non-Hispanic	1	2	84.02	89.60	50.00	N/A	N/A
Special Populations							
Individuals Preparing for Non-Traditional Fields	2	4	84.02	89.60	50.00	N/A	N/A
Out of Workforce Individuals			84.02	89.60	N/R	N/R	N/R
Individuals with Economically Disadvantaged Families	2	5	84.02	89.60	40.00	N/A	N/A
English Learners			84.02	89.60	N/R	N/R	N/R
Single Parents			84.02	89.60	N/R	N/R	N/R
Individuals with Disabilities	2	2	84.02	89.60	100.00	N/A	N/A
Homeless Individuals			84.02	89.60	N/R	N/R	N/R
Youth in Foster Care			84.02	89.60	N/R	N/R	N/R
Youth with Parent in Active Military			84.02	89.60	N/R	N/R	N/R

Core Indicator 3 - Cohort Yr: 2022- 2023 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
CTE Cohort*	9	30	27.18	27.00	30.00	3.0	5.7
Gender							
Female	9	9	27.18	27.00	100.00	N/A	N/A
Male		19	27.18	27.00	0.00	-27.0	-24.3
Ethnicity / Race							
Asian	2	2	27.18	27.00	100.00	N/A	N/A
Black or African-American	1	5	27.18	27.00	20.00	N/A	N/A
Filipino			27.18	27.00	N/R	N/R	N/R
Hispanic	2	11	27.18	27.00	18.18	-8.8	-6.1
American Indian/Alaskan Native			27.18	27.00	N/R	N/R	N/R
Other Non-White			27.18	27.00	N/R	N/R	N/R
Pacific Islander			27.18	27.00	N/R	N/R	N/R

College Core Indicator Information by 4-Digit TOP (2025-2026)

Perkins V, Title I, Part C Local Application

Multi-Ethnicity	2	4	27.18	27.00	50.00	N/A	N/A
White Non-Hispanic	2	7	27.18	27.00	28.57	N/A	N/A
Special Populations							
Individuals Preparing for Non-Traditional Fields	9	30	27.18	27.00	30.00	3.0	5.7
Out of Workforce Individuals		1	27.18	27.00	0.00	N/A	N/A
Individuals with Economically Disadvantaged Families	7	17	27.18	27.00	41.18	14.2	16.9
English Learners			27.18	27.00	N/R	N/R	N/R
Single Parents	1	1	27.18	27.00	100.00	N/A	N/A
Individuals with Disabilities		4	27.18	27.00	0.00	N/A	N/A
Homeless Individuals			27.18	27.00	N/R	N/R	N/R
Youth in Foster Care			27.18	27.00	N/R	N/R	N/R
Youth with Parent in Active Military			27.18	27.00	N/R	N/R	N/R

Core Indicator 4 - Cohort Yr: 2022- 2023 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	Percent Above or Below 90% Negotiated Level
	Count	Total	State	District			
CTE Cohort*	7	9	72.00	73.25	77.78	N/A	N/A
Gender							
Female	DR	DR	72.00	73.25	DR	N/A	N/A
Male	DR	DR	72.00	73.25	DR	N/A	N/A
Ethnicity / Race							
Asian	DR	DR	72.00	73.25	DR	N/A	N/A
Black or African-American	DR	DR	72.00	73.25	DR	N/A	N/A
Filipino			72.00	73.25	N/R	N/R	N/R
Hispanic	DR	DR	72.00	73.25	DR	N/A	N/A
American Indian/Alaskan Native			72.00	73.25	N/R	N/R	N/R
Other Non-White			72.00	73.25	N/R	N/R	N/R
Pacific Islander			72.00	73.25	N/R	N/R	N/R
Multi-Ethnicity	DR	DR	72.00	73.25	DR	N/A	N/A
White Non-Hispanic	DR	DR	72.00	73.25	DR	N/A	N/A
Special Populations							
Individuals Preparing for Non-Traditional Fields	DR	DR	72.00	73.25	DR	N/A	N/A
Out of Workforce Individuals	DR	DR	72.00	73.25	DR	N/A	N/A
Individuals with Economically Disadvantaged Families	5	5	72.00	73.25	100.00	N/A	N/A
English Learners			72.00	73.25	N/R	N/R	N/R
Single Parents			72.00	73.25	N/R	N/R	N/R
Individuals with Disabilities			72.00	73.25	N/R	N/R	N/R
Homeless Individuals			72.00	73.25	N/R	N/R	N/R
Youth in Foster Care			72.00	73.25	N/R	N/R	N/R

College Core Indicator Information by 4-Digit TOP (2025-2026)

Perkins V, Title I, Part C Local Application

Youth with Parent in Active Military			72.00	73.25	N/R	N/R	N/R
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*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 84, I certify and acknowledge that performance in the 84 Core Indicator categories is as follows:

- _____ of the 84 are at or above the District negotiated level(s);
- _____ of the 84 are below the District negotiated level(s);
- _____ of the 84 are list as (N/A, N/R)

President or Designee, : Redelia Shaw